DOCUMENT RESUME

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IDENTIFIERS	*Dade County Tests of Language Development; Florida (Dade County)

ABSTRACT

Four booklets comprise this document. One is the Dade County Test of Langugae Development (Receptive), Test 1--Elementary, a series of pictures used to measure the aural comprehension of elementary school students whose primary language is not English. There are English and Spanish editions of the teacher's manual, which include testing instructions and descriptions of five levels of English competence. The fourth section provides the correlation between test scores and the classification of students of limited English speaking ability. The test items cover pronunciation; plurals; comparisons; pronouns; double negatives; contrast of present progressive; contrast of going to, future, present progressive, and preterit; and contrast of affirmative and negative. (MH)

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DADE COUNTY

TEST OF LANGUAGE DEVELOPMENT (RECEPTIVE)

TEST — 1 ELEMENTARY

AURAL COMPREHENSION

TEST BOOKLET

Revised September, 1976

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Illustrator: Rose L. Nash

Revised - 1976 by
Sylvia H. Rothfarb — Systems Management Coordinator and Systems Management Team of the Spanish Curricula Development Center

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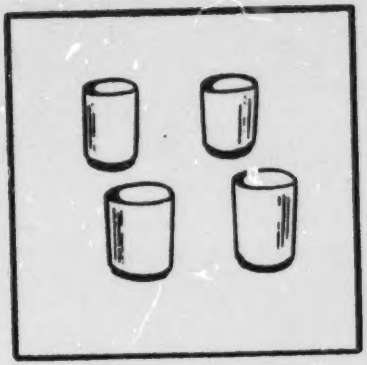
Example 1

Example 2

5

6

7



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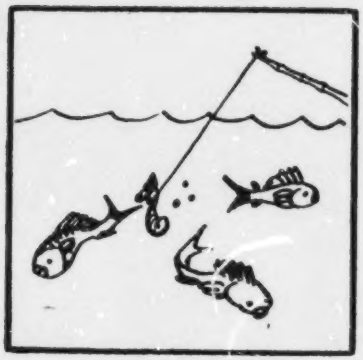

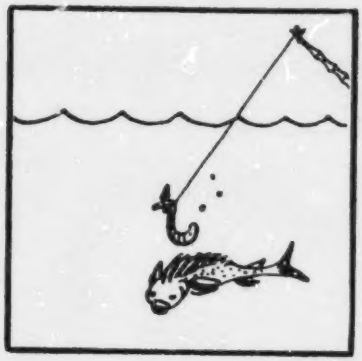

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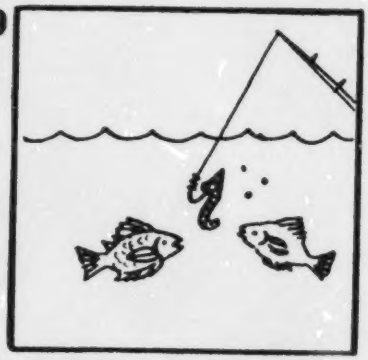
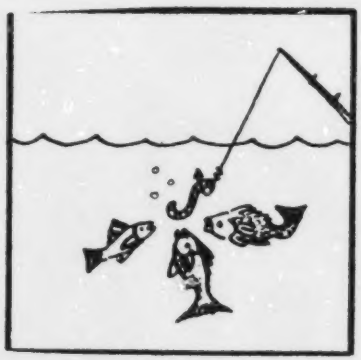
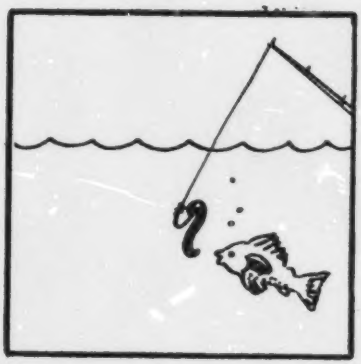
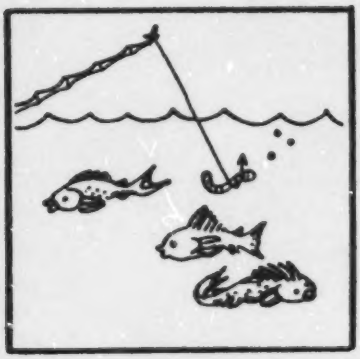
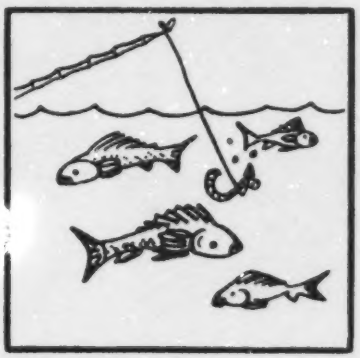
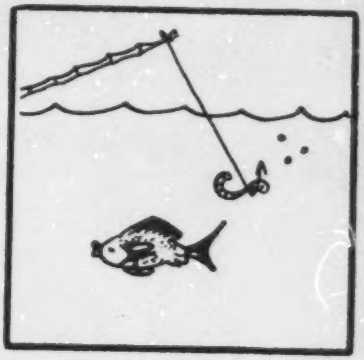


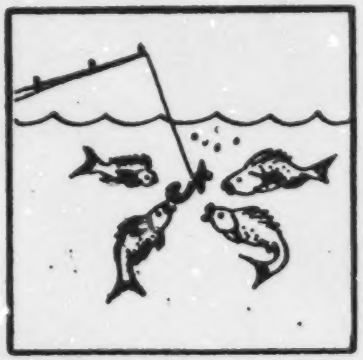








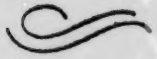




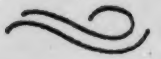
DADE COUNTY TEST OF LANGUAGE DEVELOPMENT

(RECEPTIVE)

TEST-1 ELEMENTARY



ENGLISH EDITION



Revised September, 1976

AURAL COMPREHENSION

TEACHER'S MANUAL

DIRECTIONS FOR ADMINISTERING THE DADE COUNTY TEST OF LANGUAGE DEVELOPMENT - AURAL COMPREHENSION (RECEPTIVE)

INTRODUCTION

The categorical distribution of items on Test I, Aural Comprehension, is as follows:

1. Pronunciation
2. Plural
3. Comparison
4. Pronouns
5. Double negative
6. Contrast of present progressive
7. Contrast of going to future, present progressive, and preterit
8. Contrast of affirmative and negative

The examiner should be thoroughly familiar with this test before attempting to administer it. There are two different sets of directions: for children at kindergarten and first grade and for children in grades 2-6. Directions should be followed carefully so that the results obtained by different examiners will be comparable.

MATERIALS REQUIRED

1. Pencils, one for each child
2. One test booklet for each child
3. A chalkboard visible to all children; chalk
4. Name tag with each student's first and last name

TIME

Approximately 45 minutes for Grades K-1 and 25 minutes for Grades 2-6

SPECIFIC DIRECTIONS

FOR GRADES K-1

1. Seat the students in alternate chairs
2. Distribute name tags and make sure that each child has his own
3. Distribute the test booklets

Do not distribute the pencils yet, in order to prevent students from making unnecessary marks in the test booklets. Copy the student's NAME, GRADE, TEACHER, SCHOOL AND THE DATE on the cover of each test booklet.

4. Tell the children:

"Each of you has a booklet like this in front of you. (Hold up a test booklet. Make sure that the test booklets are placed right side up). Good!"

"Open your booklets to the first page."

"Put your finger on the flower. Every time you see a flower, we will do that page together. I am going to tell you to mark something. Look at the three pictures and listen to what I'm going to say. 'THEY'

Which of the three pictures shows THEY? Find the picture." Students identify the first picture.

"Now take your pencils and make a big X like this." Demonstrate on the chalkboard over the picture.

"Now turn the page. Put your finger on the flower and look at the three pictures. Listen to what I'm going to say: THE BOY IS CLEANING THE ROOM. Make a big X over the picture that shows THE BOY IS CLEANING THE ROOM."

Students identify and cross out the middle picture. Make sure that all the students understand the procedures used in the Examples E-1 and E-2. Emphasize that they should cross out only one picture in each page.

Repeat the directions: "Put your finger on ..., etc." each time you turn the page. If necessary refer to the page color, to make sure that each student is on the correct item/page.

Say each Cue Expression twice using the normal rhythm and intonation of everyday speech.

FOR GRADES 2-6

1. Seat the students in alternate chairs

2. Distribute the test booklets

3. Tell the children:

"Write your name, grade, the date, your teacher's name and the name of your school on the Answer Sheet.

We are going to look for something in the pictures and make marks in these squares on the

Answer Sheets. Each square corresponds to a picture in the booklets. Observe that there is a picture of the first page of your booklet on the Answer Sheet.

Now look at the first row of pictures in Example 1,

Which picture shows THEY?"

Wait for the children to answer, then continue: "Yes, the first picture. Now look at the first set of squares on the Answer Sheet. Where is the X mark? Right! In the first square, which is the same as the first picture."

Follow the same procedure for Example 2, asking which picture shows THE BOY IS CLEANING THE ROOM and guiding the children to mark the example.

Make sure that the children understand the procedures used in the first two examples. Emphasize that they should mark only one square in each row of three. Then begin saying each Cue Expression twice, using the normal rhythm and intonation of everyday speech.

Check to make sure that the children move to the right, horizontally, in marking each set of squares. If necessary, provide a blank sheet of paper to cover the rows of squares below the one that the child is working on.

See page 3 for Oral Cue Expressions.

ORAL CUE EXPRESSIONS FOR ALL LEVELS (K-6)

1. BOTH
2. THIN
3. CROSS OUT THE PICTURE OF THE HAT
4. THE GIRL IS SMALLER THAN THE BOY
5. THE BOY IS THE SMALLEST
6. HE HAS THE BALL
7. ALL THE FISH ARE HERS
8. THERE AREN'T ANY HATS IN THIS PICTURE
9. THERE AREN'T MANY HATS IN THIS PICTURE
10. THERE AREN'T MANY CHILDREN IN THIS PICTURE
11. THEY HAVE WASHED THE DISHES
12. THE BOY HAS EATEN HIS LUNCH
13. THEY'VE DONE THE DISHES
14. THE BOY CLEANED THE ROOM
15. THE DOG JUMPED OVER THE BOX
16. SHE TOOK THE BALL
17. THE BOYS AREN'T HOLDING THE BALL
18. THE FISH AREN'T HUNGRY
19. THE FISH IS HUNGRY
20. THE MAN DOESN'T HAVE A HAT
21. THE FISH ISN'T HUNGRY
22. THE FISH ARE HUNGRY

SCORING PROCEDURES

CLASSIFICATION - PLACEMENT OF STUDENTS INTO ESOL INSTRUCTIONAL LEVELS

Each item correctly marked by the students is to be counted as one point. The maximun possible score is 22 points. The total scores thus obtained determine the classification of students for placement into five ESOL instructional levels, as shown below. It is recommended that student performance on oral language production measures, oral interviews and teacher judgement also be used in the initial placement of students assigned to level 3.

Recommended instructional programs corresponding to each of the five ESOL levels are described in the Procedures Manual for Bilingual Programs-Bulletin 1-C Revised pages 8-12.*

AURAL-COMPREHENSION TEST SCORES	ESOL LEVELS
1 - 11	1
12 - 14	2
15 - 17	3
18 - 19	4
20 - 22	5

*Procedures Manual for Bilingual Programs-Bulletin 1-C Revised. Division of Instructional Planning and Support, Dade County Public Schools, Miami, Florida.

INDIVIDUAL STUDENT DIAGNOSIS

When this instrument is used as a diagnostic tool, the total score might not be as significant as determining which of the categorical items were missed by each individual student. The Aural Comprehension Test contains twenty-two items reflecting features which depart most radically from a standard English dialect. A summary of the categories tested and corresponding test items are shown below. Students' responses per item may be recorded on the Student Record Sheet provided in this manual.

CATEGORY	ITEM NUMBER
I Pronunciation	1, 2
II Plurals	3
III Comparisons	4, 5
IV Pronouns	6, 7
V Double Negatives	8, 9, 10
VI Contrast of Present Progressive	11, 12, 13, 14
VII Contrast of going to future, present progressive and preterit	15, 16
VIII Contrast of affirmative and negative	17, 18, 19, 20 21, 22

DADE COUNTY TEST OF LANGUAGE DEVELOPMENT
AURAL COMPREHENSION (ESOL)
STUDENT RECORD SHEET

School _____

Teacher _____

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CATEGORY NUMBER →	I	II	III	IV	V	VI	VII	VIII	TOTAL	LEVEL*
ITEM NUMBERS →	1,2	3	4,5	6,7	8,9 10	11,12 13,14	15,16	17,18 19,20 21,22	22	1-5
MAXIMUM SCORE	(2)	(1)	(2)	(2)	(3)	(4)	(2)	(6)	(22)	
STUDENT										

*KEY TO LEVELS

TEST SCORE	LEVEL
1-11	1 Non Indep.
12-14	2 Low Inter.
15-17	3 Mid Inter.
18-19	4 High Inter.
20-22	5 Indep.

DESCRIPTION OF ESOL FUNCTIONAL LEVELS

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ESOL LEVEL	UNDERSTANDING SPOKEN LANGUAGE	USING GRAMMATICAL STRUCTURE	PRONUNCIATION	VOCABULARY	READING
LEVEL 1	Demonstrate very little understanding; speaker must translate constantly. Teacher must resort to home language in explaining concepts.	Use limited verbal expression - grammatically incorrect. Cannot communicate meaning orally or in writing.	Demonstrate limited oral expression - constant distortion of words and intonation. Cannot be understood.	Use extremely limited vocabulary; unable to participate in class discussion.	Read in English with understanding simple, short sentences on familiar matters, with familiar vocabulary, and within spelling patterns or word list taught, if applicable to age and grade level.
LEVEL 2	Demonstrate limited understanding; speaker must always choose words carefully and/or restate ideas even in familiar classroom situations.	Make errors in most frequent and useful significant* grammatical structures. Incomplete, incorrect expression of concepts taught.	Make frequent significant distortions of words and intonation. Very difficult to understand in class.	Always grope for high frequency words and almost always have to rephrase to be understood. Hesitant, "garbled" participation in class discussion.	Read with understanding simple short sentences with a greater number of conceptually related words within the spelling patterns or word lists taught, if applicable to age and grade level.
LEVEL 3	Demonstrate fair understanding; speaker must often choose words carefully and/or restate ideas within familiar school and other related contexts.	Make many significant grammatical errors of interference which create confusion in understanding and expressing concepts and ideas.	Make significant distortions of words and intonation that interfere with clear expression of ideas. Can be understood with help.	Often grope for high frequency words and often have to rephrase to be understood in relation to concepts under discussion.	Read with understanding longer sentences and paragraphs, containing conceptually related words, if applicable to age and grade level.
LEVEL 4	Demonstrate extensive understanding; speaker has to restate ideas only occasionally to clarify concepts.	Make occasional significant grammatical errors of interference, but can be understood in relation to relevant matters, i.e., school subjects.	Make occasional significant distortions of words and intonation, but can be understood in relation to relevant matters.	Rarely grope for high frequency words; occasionally have to rephrase to be understood in relation to new concepts, but generally understood in familiar situations.	Read with understanding longer selections containing high frequency, contextually relevant words, if applicable to age and grade level. Can profit intellectually from reading.
LEVEL 5	Understand nearly everything a native speaker of comparable age, interests and intelligence understands; need occasional clarifications.	Make few grammatical errors; can rephrase to make meaning clear in relation to relevant matters.	Make minor, nonsignificant distortions of pronunciation and intonation; can communicate clearly within relevant contexts.	Use vocabulary comparable to that of native speaker of same age, interests and intelligence level within school and other limited, relevant contexts.	Read with understanding comparable to that of a native speaker of the same age, interests, and intelligence level, if applicable.

* The term significant as used here refers to items having implications for communicating meaning.

DADE COUNTY TEST OF LANGUAGE DEVELOPMENT

(RECEPTIVE)

TEST-1 ELEMENTARY

SPANISH EDITION

Revised September, 1976

AURAL COMPREHENSION

TEACHER'S MANUAL

DADE COUNTY BOARD OF PUBLIC INSTRUCTION

TEST CONSTRUCTION STAFF

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Paul W. Bell	*Supervisor, Bilingual Education*
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Illustrator: Rose L. Nash

Revised - 1976 by
Sylvia H. Rothfarb — *Systems Management Coordinator and Systems Management Team of the Spanish Curricula Development Center*

Dr. Robert Cahill — *Evaluation Consultant*

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DIRECTIONS FOR ADMINISTERING THE DADE COUNTY TEST OF LANGUAGE DEVELOPMENT - AURAL COMPREHENSION (RECEPTIVE)

INTRODUCTION

The categorical distribution of items on Test I, Aural Comprehension, is as follows:

1. Pronunciation
2. Plural
3. Comparison
4. Pronouns
5. Double negative
6. Contrast of present progressive
7. Contrast of going to future, present progressive, and preterit
8. Contrast of affirmative and negative

The examiner should be thoroughly familiar with this test before attempting to administer it. There are two different sets of directions: for children at kindergarten and first grade and for children in grades 2-6. Directions should be followed carefully so that the results obtained by different examiners will be comparable.

MATERIALS REQUIRED

1. Pencils, one for each child
2. One test booklet for each child
3. A chalkboard visible to all children; chalk
4. Name tag with each student's first and last name

TIME

Approximately 45 minutes for Grades K-1 and 25 minutes for Grades 2-6.

SPECIFIC DIRECTIONS

FOR GRADES K-1

1. Seat the students in alternate chairs
2. Distribute name tags and make sure that each child has his own
3. Distribute the test booklets

Do not distribute the pencils yet, in order to prevent students from making unnecessary marks in the test booklets. Copy the student's NAME, GRADE, TEACHER, SCHOOL AND THE DATE on the cover of each test booklet.

4. Tell the children:

"Cada uno de ustedes tiene delante un libro como éste. (Hold up a test booklet. Make sure that the test booklets are placed right side up). ¡Muy bien!"

"Abran sus libros en la primera página."

"Pongan el dedo encima de la flor. Cada vez que vean una flor, haremos esa página juntos. Voy a decirles que marquen algo. Miren las tres figuras y presten atención a lo que voy a decirles. 'THEY'

¿Cuál de las tres figuras muestra THEY? Busquen la figura." Students identify the first picture.

"Ahora tomen sus lápices y escriban una X grande como ésta." Demonstrate on the chalkboard over the picture.

"Ahora, pasen la página. Pongan el dedo encima de la flor y miren las tres figuras. Escuchen lo que voy a decirles: THE BOY IS CLEANING THE ROOM. Escriban una X grande sobre la figura que muestra THE BOY IS CLEANING THE ROOM."

Students identify and cross out the middle picture. Make sure that all the students understand the procedures used in the Examples E-1 and E-2. Emphasize that they should cross out only one picture in each page.

Repeat the directions: "Pongan el dedo encima... etc." each time you turn the page. If necessary refer to the page color, to make sure that each student is on the correct item/page.

Say each Cue Expression twice using the normal rhythm and intonation of everyday speech.

FOR GRADES 2-6

1. Seat the students in alternate chairs.

2. Distribute the test booklets

3. Tell the children:

"Escriban sus nombres, grado, la fecha, el nombre de su maestro(a) y de su escuela en la Hoja de Respuestas.

"Vamos a buscar algo en las figuras y a marcar en los cuadros de las Hojas de Respuestas. Cada cuadro corresponde a una figura del libro. Fíjense que hay una ilustración de la primera página del libro en la Hoja de Respuestas.

Ahora miren la primera fila de figuras en el Ejemplo 1.

¿Cuál de las tres figuras muestra THEY?

Wait for the children to answer, then continue: "Sí, la primera figura. Ahora miren al primer cuadro en la Hoja de Respuestas. ¿Dónde está la marca X? ¡Correcto! En el primer cuadro que es igual a la primera figura."

Follow the same procedure for Example 2, asking which picture shows THE BOY IS CLEANING THE ROOM and guiding the children to mark the example.

Make sure that the children understand the procedures used in the first two examples. Emphasize that they should mark only one square in each row of three. Then begin saying each Cue Expression twice, using the normal rhythm and intonation of everyday speech. (continue on Page 3)

ORAL CUE EXPRESSIONS FOR ALL LEVELS (K-6)

1. BOTH
2. THIN
3. CROSS OUT THE PICTURE OF THE HAT
4. THE GIRL IS SMALLER THAN THE BOY
5. THE BOY IS THE SMALLEST
6. HE HAS THE BALL
7. ALL THE FISH ARE HERS
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9. THERE AREN'T MANY HATS IN THIS PICTURE
10. THERE AREN'T MANY CHILDREN IN THIS PICTURE
11. THEY HAVE WASHED THE DISHES
12. THE BOY HAS EATEN HIS LUNCH
13. THEY'VE DONE THE DISHES
14. THE BOY CLEANED THE ROOM
15. THE DOG JUMPED OVER THE BOX
16. SHE TOOK THE BALL
17. THE BOYS AREN'T HOLDING THE BALL
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SCORING PROCEDURES

CLASSIFICATION - PLACEMENT OF STUDENTS INTO ESOL INSTRUCTIONAL LEVELS

Each item correctly marked by the students is to be counted as one point. The maximun possible score is 22 points. The total scores thus obtained determine the classification of students for placement into five ESOL instructional levels, as shown below. It is recommended that student performance on oral language production measures, oral interviews and teacher judgement also be used in the initial placement of students assigned to level 3.

Recommended instructional programs corresponding to each of the five ESOL levels are described in the Procedures Manual for Bilingual Programs-Bulletin 1-C Revised pages 8-12.*

AURAL-COMPREHENSION TEST SCORES	ESOL LEVELS
1 - 11	1
12 - 14	2
15 - 17	3
18 - 19	4
20 - 22	5

*Procedures Manual for Bilingual Programs-Bulletin 1-C Revised. Division of Instructional Planning and Support, Dade County Public Schools, Miami, Florida.

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When this instrument is used as a diagnostic tool, the total score might not be as significant as determining which of the categorical items were missed by each individual student. The Aural Comprehension Test contains twenty-two items reflecting features which depart most radically from a standard English dialect. A summary of the categories tested and corresponding test items are shown below. Students' responses per item may be recorded on the Student Record Sheet provided in this manual.

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VIII Contrast of affirmative and negative	17, 18 19, 20 21, 22

DADE COUNTY TEST OF LANGUAGE DEVELOPMENT
AURAL COMPREHENSION (ESOL)
STUDENT RECORD SHEET

School _____

Teacher _____

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CATEGORY NUMBER →	I	II	III	IV	V	VI	VII	VIII	TOTAL	LEVEL*
ITEM NUMBERS →	1,2	3	4,5	6,7	8,9 10	11,12 13,14	15,16	17,18 19,20 21,22	22	1-5
MAXIMUM SCORE	(2)	(1)	(2)	(2)	(3)	(4)	(2)	(6)	(22)	
STUDENT										

*KEY TO LEVELS

TEST SCORE	LEVEL
1-11	1 Non indep.
12-14	2 Low Inter.
15-17	3 Mid Inter.
18-19	4 High Inter.
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DESCRIPTION OF ESOL FUNCTIONAL LEVELS

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ESOL LEVEL	UNDERSTANDING SPOKEN LANGUAGE	USING GRAMMATICAL STRUCTURE	PRONUNCIATION	VOCABULARY	READING
LEVEL 1	Demonstrate very little understanding; speaker must translate constantly. Teacher must resort to home language in explaining concepts.	Use limited verbal expression - grammatically incorrect. Cannot communicate meaning orally or in writing.	Demonstrate limited oral expression - constant distortion of words and intonation. Cannot be understood.	Use extremely limited vocabulary; unable to participate in class discussion.	Read in English with understanding simple, short sentences on familiar matters, with familiar vocabulary, and within spelling patterns or word list taught, if applicable to age and grade level.
LEVEL 2	Demonstrate limited understanding; speaker must always choose words carefully and/or restate ideas even in familiar classroom situations.	Make errors in most frequent and useful significant* grammatical structures. Incomplete, incorrect expression of concepts taught.	Make frequent significant distortions of words and intonation. Very difficult to understand in class.	Always grope for high frequency words and almost always have to rephrase to be understood. Hesitant, "garbled" participation in class discussion.	Read with understanding simple short sentences with a greater number of conceptually related words within the spelling patterns or word lists taught, if applicable to age and grade level.
LEVEL 3	Demonstrate fair understanding; speaker must often choose words carefully and/or restate ideas within familiar school and other related contexts.	Make many significant grammatical errors of interference which create confusion in understanding and expressing concepts and ideas.	Make significant distortions of words and intonation that interfere with clear expression of ideas. Can be understood with help.	Often grope for high frequency words and often have to rephrase to be understood in relation to concepts under discussion.	Read with understanding longer sentences and paragraphs, containing conceptually related words, if applicable to age and grade level.
LEVEL 4	Demonstrate extensive understanding; speaker has to restate ideas only occasionally to clarify concepts.	Make occasional significant grammatical errors of interference, but can be understood in relation to relevant matters, i.e., school subjects.	Make occasional significant distortions of words and intonation, but can be understood in relation to relevant matters.	Rarely grope for high frequency words; occasionally have to rephrase to be understood in relation to new concepts, but generally understood in familiar situations.	Read with understanding longer selections containing high frequency, contextually relevant words, if applicable to age and grade level. Can profit intellectually from reading.
LEVEL 5	Understand nearly everything a native speaker of comparable age, interests and intelligence understands; need occasional clarifications.	Make few grammatical errors; can rephrase to make meaning clear in relation to relevant matters.	Make minor, nonsignificant distortions of pronunciation and intonation; can communicate clearly within relevant contexts.	Use vocabulary comparable to that of native speaker of same age, interests and intelligence level within school and other limited, relevant contexts.	Read with understanding comparable to that of a native speaker of the same age, interests, and intelligence level, if applicable.

* The term significant as used here refers to items having implications for communicating meaning.

CORRELATION BETWEEN SCORES ON TEST OF AURAL COMPREHENSION

AND CLASSIFICATIONS OF STUDENTS OF LIMITED ENGLISH SPEAKING ABILITY

Department of Bilingual Programs
Division of Elementary and Secondary Education
Dade County Public Schools
November 25, 1974

MEMORANDUM

November 25, 1974

TO: Mr. Leonard A. Greenbaum, Area Director
South Central Area Curriculum Center

FROM: Ralph F. Robinett, Director
Department of Bilingual Programs

RE: CORRELATION OF ENGLISH SL CLASSIFICATIONS WITH SCORE ON THE DADE COUNTY TEST OF LANGUAGE DEVELOPMENT: AURAL COMPREHENSION

In response to your request of November 19, we are here providing our preliminary analysis of available data on correlations between English SL classifications as determined by school and Area personnel, and student scores on a locally developed test of aural comprehension.

This fall, the Dade County Test of Language Development: Aural Comprehension was administered to 920 children in six elementary schools in the Dade County Public Schools, with a view toward determining whether the use of this test or something comparable might facilitate and accelerate the initial placement of limited English speaking students into the English as a second language program. The distribution of the test scores was as follows:

Score interval	Number of students in interval	Percent of students in interval
91-100	188	20.44%
81--90	209	22.72%
71--80	166	18.04%
61--70	82	8.91%
51--60	63	6.85%
41--50	76	8.26%
31--40	59	6.41%
21--30	48	5.22%
11--20	22	2.39%
1--10	7	.76%
	920	100.00%

Of the 920 students whose scores were analyzed 270 had been classified as "independent", 401 had been classified as "intermediate", and 249 had been classified as "nonindependent".

Score interval	Classified independent	Classified intermediate	Classified nonindependent
91-100	118- 62.77%	69--36.70%	1----.53%
81--90	104- 49.76%	99--47.37%	6---2.87%
71--80	36--21.69%	144- 68.67%	16---9.64%
61--70	4---4.88%	59--71.95%	19--23.17%
51--60	4---6.35%	28--44.44%	31- 49.21%
41--50	1---1.32%	21--27.63%	54- 71.05%
31--40	1---1.70%	9--15.25%	49- 83.05%
21--30	2---4.17%	2---4.17%	44- 91.66%
1--20	0------0%	0------0%	29-100.00%

Students classified by school or Area personnel as Independent achieved a range of scores on the aural comprehension test from 21 to 100. This wide range reflects only a small number of students, however, as may be seem by the following:

118 (43.70%) of the students classified as independent had test scores falling in the 91-100 interval

222 (82.22%) of the students classified as independent had test scores falling in the 81-100 intervals

258 (95.56%) of the students classified as independent had test scores falling in the 71-100 intervals

Students classified by school or Area personnel as Intermediate achieved a range of scores on the aural comprehension test from 21 to 100, as in the case of students classified as independent. Percent of students classified as Intermediate relate to range of test scores as follows:

69 (17.21%) of the students classified as intermediate had test scores falling in the 91-100 interval

168 (41.90%) of the students classified as intermediate had test scores falling in the 81-100 intervals

282 (70.32%) of the students classified as intermediate had test scores falling in the 71-100 intervals

341 (85.04%) of the students classified as intermediate had test scores falling in the 61-100 intervals

369 (92.02%) of the students classified as intermediate had test scores falling in the 51-100 intervals

Students classified by school or Area personnel as Nonindependent achieved a range of scores on the aural comprehension test from the 91-100 interval to the 1-10 interval. Percent of students classified as Nonindependent relate to range of test scores as follows:

73 (29.32%) of the students classified as nonindependent had test scores falling in the 1-30 intervals

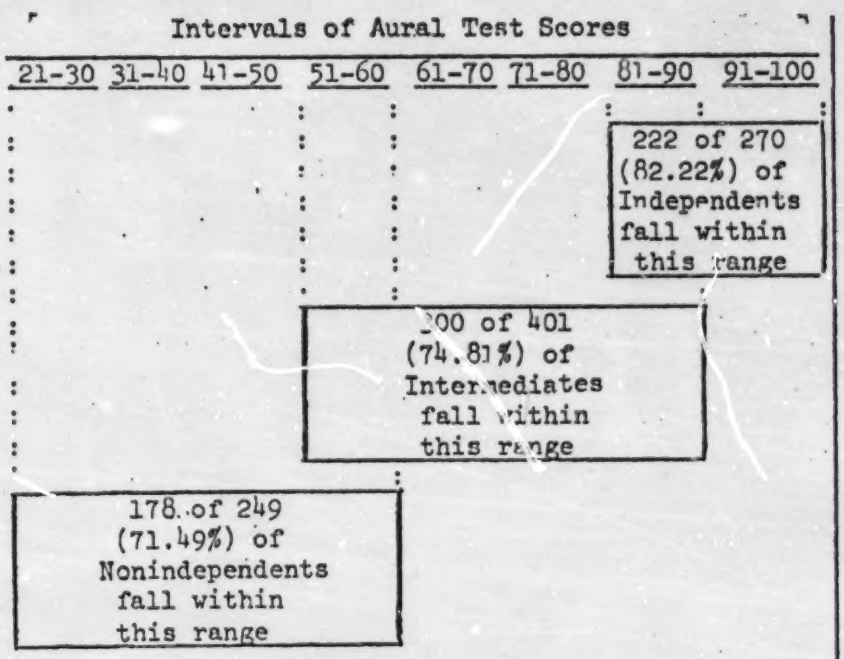
122 (48.96%) of the students classified as nonindependent had test scores falling in the 1-40 intervals

176 (70.68%) of the students classified as nonindependent had test scores falling in the 1-50 intervals

207 (83.13%) of the students classified as nonindependent had test scores falling in the 1-60 intervals

238 (95.58%) of the students classified as nonindependent had test scores falling in the 1-70 intervals

During the time the test of aural comprehension was being administered in the cooperating schools, the test was offered to a small sample of other students with instructions to simply mark the picture in each set which they liked best or which they wanted to mark for whatever reason. The results indicated a guess factor of at least 20%. Scores of from 21 to 100 were utilized, therefore, in projecting the possible correlations suggested on page 3.


Intervals of Aural Test Scores
21-30 31-40 41-50 51-60 61-70 71-80 81-90 91-100
222 of 270 (82.22%) of Independents fall within this range
200 of 401 (74.81%) of Intermediates fall within this range
178 of 249 (71.49%) of Nonindependents fall within this range

The overlapping of nonindependent and intermediate at the 51-60 score interval, and the overlapping of intermediate and independent at the 81-90 interval suggests that if this test of aural comprehension were used in connection with current classification procedures, a high priority for oral interview or other follow-up evaluation should be given to students scoring in the 51-60 and 81-90 score intervals. Such a procedure applied to the 920 students involved in this analysis would have placed a priority on 272 (29.57%) of the students for interview, while the remaining 648 (70.43%) could have been tentatively scheduled for the English SL instructional program at an early date.

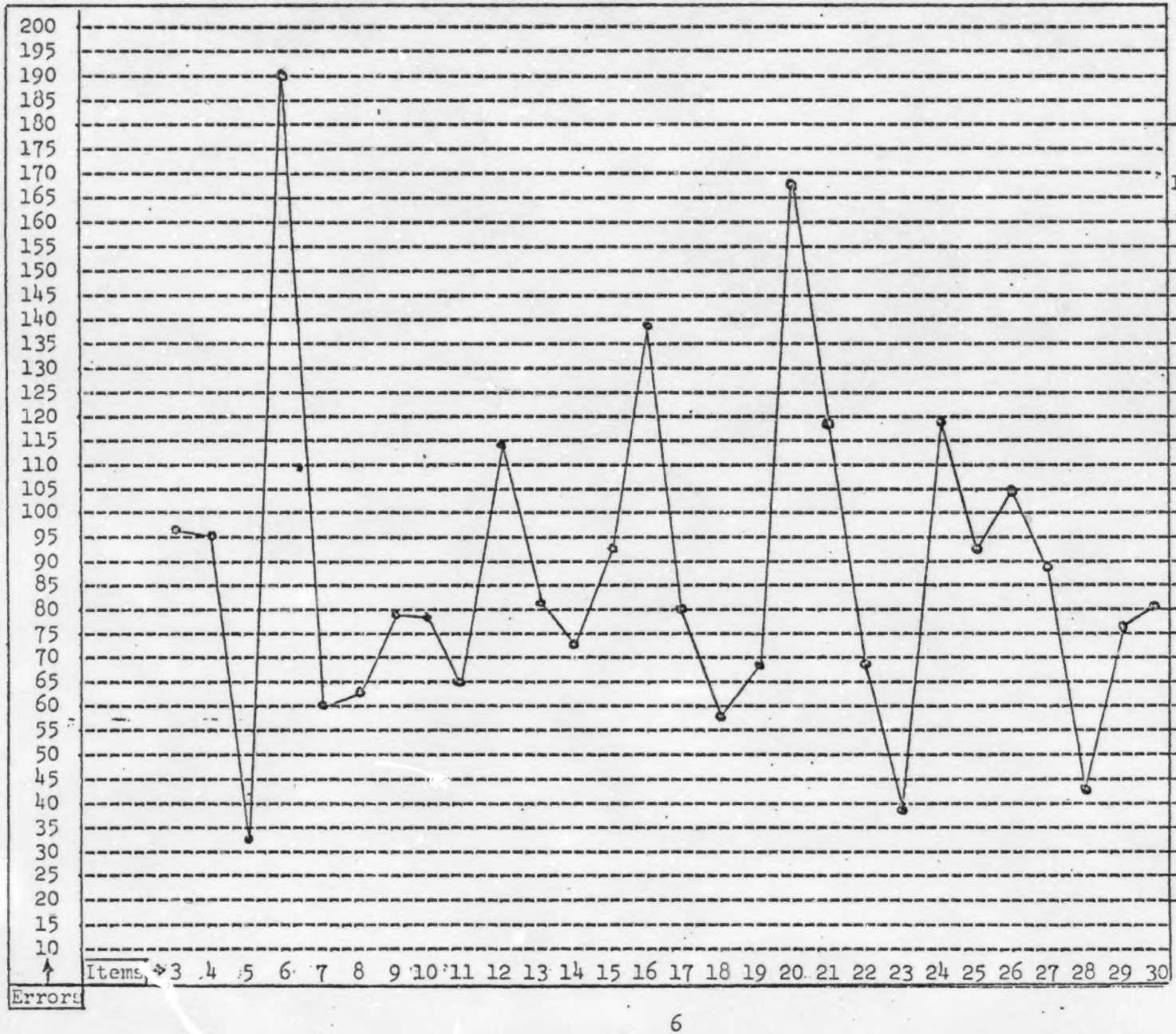
Another approach utilizing the aural comprehension test or similar instrument lending itself to the collection of data in a systematic way would imply or be facilitated by a revision in the current concept of independent, intermediate, nonindependent, and the development and implementation of an English SL profile. A careful analysis of previous experience with English SL profiles in Dade County and other school systems, such as Milwaukee, would no doubt be a first step.

A possible revision of the concepts implied in current use of independent, intermediate, and nonindependent appears imperative in light of the non-functionality of these categories as they are used in schools with students of limited English speaking ability. Here proposed is a classification system with seven (7) levels of English, corresponding to intervals on the test of aural comprehension or similar instrument.

Proposed classification	Corresponding interval	Approximation of current categories in classification of English SL students
Level 7	91-100	Independent Native/Near native
Level 6	81--90	High Intermediate, confused with independent
Level 5	71--80	Mid Intermediate, currently called intermediate
Level 4	61--70	Low Intermediate, currently called intermediate
Level 3	51--60	High Nonindependent, currently called nonindependent
Level 2	41--50	Mid Nonindependent, currently called nonindependent
Level 1	1--40	Low Nonindependent, currently called nonindependent

Score Interval	Number of students who were classified as Independent by school or Area personnel								Number of students who were classified as Intermediate by school or Area personnel								Number of students who were classified Nonindependent by school or Area personnel								Proposed classification
	Bright Elementary	Coral Terrace Elementary	Fairlawn Elementary	Seminole Elementary	South Beach Elementary	Springview Elementary	Mae Walters Elementary	INDEPENDENT TOTALS	Bright Elementary	Coral Terrace Elementary	Fairlawn Elementary	Seminole Elementary	South Beach Elementary	Springview Elementary	Mae Walters Elementary	INTERMEDIATE TOTALS	Bright Elementary	Coral Terrace Elementary	Fairlawn Elementary	Seminole Elementary	South Beach Elementary	Springview Elementary	Mae Walters Elementary	NONINDEPENDENT TOTALS	
91-100	81	12	0	13	0	7	5	118	42	3	4	5	2	0	13	69	0	0	0	1	0	0	0	1	Level 7
81--90	68	18	2	9	0	7	0	104	66	3	5	4	0	0	21	99	2	1	0	2	1	0	0	6	Level 6
71--80	21	8	0	6	0	0	1	36	81	5	2	8	2	5	11	114	3	2	4	2	3	0	2	16	Level 5
61--70	2	0	0	2	0	0	0	4	41	2	2	5	1	3	5	59	9	6	1	1	2	0	0	19	Level 4
51--60	0	2	0	2	0	0	0	4	15	6	2	2	0	3	0	28	16	7	2	2	1	0	0	31	Level 3
41--50	0	0	0	1	0	0	0	1	12	4	0	0	0	3	2	21	35	6	3	1	7	1	1	54	Level 2
31--40	0	1	0	0	0	0	0	1	2	4	0	2	0	0	1	9	21	5	6	5	7	4	1	49	Level 1
21--30	0	0	0	1	0	0	1	2	0	0	1	0	0	0	1	2	31	2	2	2	1	1	2	44	
11--20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	2	0	0	3	2	0	22	Guess Factor
1--10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	1	2	0	7	
Totals	172	41	2	34	0	14	7	270	259	27	16	26	5	14	54	401	136	31	18	16	32	10	6	249	N = 920

Relative frequency of error based on 2,459 errors on 321 test papers .



Item	Number of Errors
6	190
20	167
16	139
21	119
24	118
12	114
26	105
3	96
4	95
25	93
15	92
27	89
30	81
13	81
17	80
9	79
10	78
29	76
14	73
22	68
19	68
11	65
8	62
7	60
18	57
28	43
23	39
5	32

The 2,459 errors included in the error frequency analysis distribute themselves in approximately in the same proportion as the percentage of items in each category on the test.

Test Category	No. of Items	No. of Errors	% of Items	% of Errors
Pronunciation	2	191	7.14%	7.77%
Plural	2	222	7.14%	9.03%
Comparison	3	201	10.71%	8.17%
Pronouns	2	143	7.14%	5.82%
Double negative	3	268	10.71%	10.90%
Contrast of present progressive	4	368	14.29%	14.97%
Contrast of going to future, present progressive and preterit	5	461	17.87%	18.75%
Contrast of affirmative and negative	7	605	25.00%	24.60%

The Dade County Test of Language Development: Aural Comprehension is primarily a test of grammatical structure, as reflected by the categories in the left column above. The first two items of the 30 test items are examples. The remaining 28 items require the following discriminations:

Item 3 Pronunciation, value 2 points

The student is asked to identify the picture that suggests the word both. One distractor is phonological in contrast, boat, while both distractors imply grammatical contrast of singular versus plural.

Item 4 Pronunciation, value 2 points

The student is asked to identify the picture that suggests the word thin. One distractor is phonological in contrast, tin, while both distractors imply lexical contrast of not thin.

Item 5 Plural, value 4 points

The student is asked to identify the picture that suggests the word hat. Both distractors are grammatical, showing plural of the same word.

Item 6 Plural, value 4 points

The student is asked to identify the picture that suggests the word feet. Both distractors are grammatical, showing singular of the same word.

Item 7 Comparison, value 3 points

The student is asked to identify the picture in which the girl is smaller than the boy. Both distractors contain the lexical content of a boy and a girl, and in both the girl is larger.

Item 8 Comparison, value 3 points

The student is asked to identify the picture in which the boy is the smallest. Both distractors contain the lexical content of three persons, and both show a girl to be the smallest.

Item 9 Comparison, value 3 points

The student is asked to identify the picture in which the girl is the smallest. Both distractors contain the lexical content of three persons, and both show a boy to be the smallest.

Item 10 Pronouns, value 5 points

The student is asked to identify the picture in which he (a boy) has the ball. One distractor shows two boys (they) with the ball, and the other distractor shows a girl (she) with the ball.

Item 11 Pronouns, value 5 points

The student is asked to identify the picture in which all the fish are hers. One distractor shows both persons to have fish suggesting theirs and one shows the man to have all the fish (his).

Item 12 Double negative, value 1 point

The student is asked to identify the picture in which there aren't any hats. Both distractors contain hats, one singular and the other plural.

Item 13 Double negative, value 1 point

The student is asked to identify the picture in which there aren't many hats. Both distractors contain more hats than the correct answer, which has only two hats.

Item 14 Double negative, value 1 point

The student is asked to identify the picture in which there aren't many children. Both distractors contain more children than the correct answer, which has only two children.

Item 15 Contrast of present progressive and present perfect, value 5 points

The student is asked to identify the picture that shows that they (a girl and a woman) have washed the dishes. Both distractors show that the action is still in progress rather than completed.

Item 16 Contrast of present progressive and present perfect, value 5 points

The student is asked to identify the picture that shows that the boy has let the cat in. Both distractors show that the action has not been completed.

Item 17 Contrast of present progressive and present perfect, value 5 points

The student is asked to identify the picture that shows that the boy has eaten his lunch. Both distractors show that the action has not been completed.

Item 18 Contrast of present progressive and present perfect, value 5 points

The student is asked to identify the picture that shows that they (a girl and a woman) have done the dishes. Both distractors show that the action has not been completed.

Item 19 Contrast of going to future, present progressive, and preterit, value 5 points

The student is asked to identify the picture that shows that the boy has cleaned the room. One distractor shows a future action and the other shows action in progress.

Item 20 Contrast of going to future, present progressive, and preterit, value 5 points

The student is asked to identify the picture that shows that he (a boy) handed her (a girl) a dime. One distractor shows a future action and the other shows action in progress.

Item 21 Contrast of going to future, present progressive, and preterit, value 5 points

The student is asked to identify the picture that shows that the dog has jumped over the box. One distractor shows a future action and the other shows action in progress.

Item 22 Contrast of going to future, present progressive, and preterit, value 5 points

The student is asked to identify the picture that shows that the boy is going to clean the room. One distractor shows the action in progress and the other shows the action completed.

Item 23 Contrast of going to future, present progressive, and preterit, value 5 points

The student is asked to identify the picture that shows that she (a girl) took the ball. Both distractors show the ball to be in possession of boys.

Item 24 Contrast of affirmative and negative, value 3 points

The student is asked to identify the picture that shows that the boys aren't holding the ball. Both distractors show the ball to be in possession of boys.

Item 25 Contrast of affirmative and negative, value 3 points

The student is asked to identify the picture that shows that the fish aren't hungry. Both distractors show that the fish (singular) isn't hungry.

Item 26 Contrast of affirmative and negative, value 3 points

The student is asked to identify the picture that shows that the dog doesn't have the ball. Both distractors show the dog with the ball.

Item 27 Contrast of affirmative and negative, value 3 points

The student is asked to identify the picture that shows that the fish is hungry. Both distractors show fish (plural) to be hungry.

Item 28 Contrast of affirmative and negative, value 3 points

The student is asked to identify the picture that shows that the man doesn't have a hat. Both distractors show the man with a hat.

Item 29 Contrast of affirmative and negative, value 3 points

The student is asked to identify the picture that shows that the fish (singular) isn't hungry. Both distractors show fish (plural) as not hungry.

Item 30 Contrast of affirmative and negative, value 3 points

The student is asked to identify the picture that shows that the fish (plural) are hungry. Both distractors show fish (singular) as being hungry.

As may be noted from the above review of test items, the grammatical features are weighted as are the categories which the features represent.

Item		
3.	Final /θ/ versus /t/	2 points
4.	Initial /θ/ versus /t/	2 points
5.	Regular singular versus plural	4 points
6.	Irregular plural versus singular	4 points
7.	Inflected comparative	3 points
8.	Inflected superlative	3 points
9.	Inflected superlative	3 points
10.	He versus she, they	5 points
11.	Hers versus theirs, his	5 points
12.	Aren't + any	1 point
13.	Aren't + many	1 point
14.	Aren't + many	1 point
15.	Have + regular past participle /t/	5 points
16.	Has + irregular past participle	5 points
17.	Has + irregular past participle	5 points
18.	've + irregular past participle	5 points
19.	Regular preterit /d/	5 points
20.	Regular preterit /id/	5 points
21.	Regular preterit /t/	5 points
22.	Going to future	5 points
23.	Irregular preterit	5 points
24.	Are + n't versus affirmative	3 points
25.	Are + n't versus affirmative	3 points
26.	Does + n't versus affirmative	3 points
27.	Is versus negative	3 points
28.	Does + n't versus affirmative	3 points
29.	Is + n't versus affirmative	3 points
30.	Are versus negative	3 points
	(For review of categories, see pages 7-9.)	100 points

Any consideration of the use of new instruments in the process of initial classification of English SL students should take into account the instruments and procedures currently in use - the oral interview and the Thumbnail Diagnostic Placement Test. The oral interview undoubtedly will and should remain a basic tool of classification, and the purpose of this analysis is to help determine what kind of preliminary testing might facilitate initial placement until the students can be reached through the more laborious interview process. The instrument most commonly used at this time for the initial screening is the Thumbnail Diagnostic Placement Test.

The Thumbnail Test consists of three examples and ten test items. The first example elicits a verb form, the second a noun, and the third an adjective. Among the test items themselves, the first three

elicit verb forms, the second three elicit noun forms, items 7, 9, and 10 elicit adjective forms, and item 8 elicits a noun form.

Scoring is related to classification as follows:

0 - 30% = Nonindependent
40 - 60% = Intermediate
70 - 100% = Independent

A comparison of the Thumbnail Test and the Aural Comprehension Test must reflect basic differences in the tests. The Thumbnail Test assumes that the student is able to read and write in English at a level allowing him to take the test. The Aural Comprehension Test does not assume the ability to read and write. The Thumbnail Test, for purposes of placement, assumes all grammatical features to be of equal importance. The Aural Comprehension attempts to assume relative weight to different items and categories. For example, the concept of comparison on the Thumbnail Test has a value of 20%, while on the Aural Comprehension Test this category has a value of 9%. The key consideration of a comparison such as the one presented here is not which test is better, but rather what results does each test produce and how can those results contribute most effectively to dealing with the problems of placement of students in the English as a second language program.

Taking as a sample the Thumbnail scores and classification of 361 students in the Bright Elementary School, the Thumbnail scores could have been used to predict classification for 265 students, or 73.41% of the cases. This represents a 2.98% advantage over the 70.43% suggested for the Aural Comprehension Test (See page 4 of this analysis and data at the top of the next column).

A significant difference can be seen in the points at which each test has restricted predictability

Test	High Predictability	Low Predictability	Number of Students
Thumb-nail	73.41%	26.59%	361
Aural Comp.	70.43%	29.57%	920

value. For the 96 students whose Thumbnail scores did not correspond to their classification, 70 (72.92%) would have been classified by their scores as Nonindependent when in fact they were classified higher. Of the 70 such students,

33 were classified as Low Intermediate
30 were classified as Intermediate
3 were classified as High Intermediate
4 were classified as Independent

These data suggest that the Thumbnail Test has restricted value in discriminating at the lower levels, due no doubt in part to its implicit requirement of ability to read and write in English. The importance of this weakness is magnified when viewed in the light of a two-hour English SL block for Nonindependents and a one-hour block for Intermediates, as now recommended by Bulletin 1-C.

In contrast, the Aural Comprehension Test appears to have restricted value at the 51-60 and 81-90 intervals. Of the 272 students whose scores fell in these intervals, most were in the higher interval.

Interval	% of Students	No. of Students
51-60	23.16%	63
81-90	76.84%	209
		272

Of the 361 students whose Thumbnail scores and classifications were studied, 57 (15.79%) received a score of 0. Of these 57 with 0 scores,

6 had scores of between 91-100 on the Aural
11 had scores of between 81--90 on the Aural
3 had scores of between 71--80 on the Aural
5 had scores of between 61--70 on the Aural
11 had scores of between 51--60 on the Aural
4 had scores of between 41--50 on the Aural
6 had scores of between 31--40 on the Aural
6 had scores of between 21--30 on the Aural
2 had scores of between 11--20 on the Aural
3 had scores of between 1--10 on the Aural

Of the above 57 students with 0 scores on the Thumbnail, 28 (49.12%) were above Nonindependent:

15 were classified as Low Intermediate
9 were classified as Intermediate
0 was classified as High Intermediate
4 were classified as Independent
28

Correlations of scores on the Aural Comprehension and Thumbnail were as follows:

For students receiving this score on the Aural Test	The mean score on the Thumbnail Placement Test was	
100	71.36	For interval of 91-100 on the Aural Test, the mean of mean scores on the Thumbnail was
99	66.67	
98	62.50	
97	83.33	
96	63.00	
95	61.00	
94	54.00	
93	66.25	
92	58.00	64.28%
91	58.00	

For students receiving this score on the Aural Test	The mean score on the Thumbnail Placement Test was	
90	69.41	For interval of 81-90 on the Aural test, the mean of mean scores on the Thumbnail was
89	68.75	
88	36.67	
87	61.67	
86	65.00	
85	64.00	
84	55.45	
83	63.13	
82	38.00	56.76%
81	45.56	
80	46.43	For interval of 71-80 on the Aural test, the mean of mean scores on the Thumbnail was
79	67.50	
78	49.09	
77	51.25	
76	45.71	
75	(none with this score)	
74	60.00	
73	30.00	
72	47.50	52.22%
71	62.50	
70	(none with this score)	For interval of 61-70 on the Aural test, the mean of mean scores on the Thumbnail was
69	53.33	
68	45.00	
67	65.00	
66	60.00	
65	35.00	
64	(none with this score)	
63	31.67	
62	13.33	37.92%
61	(none with this score)	

The wide range of Thumbnail scores for each interval of Aural Comprehension scores notwithstanding, some broad generalizations might be drawn from these data:

A score of 95 on the Aural Comprehension is likely to suggest a classification of Independent, while the comparable mean score on the Thumbnail is likely to suggest a classification of High Intermediate.

A score of 85 on the Aural Comprehension is likely to suggest a classification of High Intermediate to Independent, while the comparable mean score on the Thumbnail is likely to suggest a classification Intermediate.

A score of 75 on the Aural Comprehension is likely to suggest a classification of Intermediate to High Intermediate, while the comparable mean score on the Thumbnail is likely to suggest a classification of Intermediate.

A score of 65 on the Aural Comprehension is likely to suggest a classification of Intermediate, while the comparable mean score on the Thumbnail is likely to suggest a classification of Nonindependent to Low Intermediate.

Using the Thumbnail test as a point of reference, the mean scores of students on the Aural Comprehension test are as follows: (N = 285)

For students receiving this score on the Thumbnail test	The mean score on the test of Aural Comprehension was	Range of Aural scores	Number of students compared
100	94.50	89-100	2
90	93.33	86-100	9
80	88.10	66-100	80
70	86.08	65-100	60
60	84.46	63-100	48
50	83.84	63-100	25
40	80.75	43- 94	12
30	76.00	45- 95	21
20	68.53	21- 92	15
10	75.15	59- 91	13

The use of the mid-point scores on intervals of the Aural Comprehension test is a poor indicator of mean scores which would be achieved on the Thumbnail test.

Mid-point interval score on Aural test	Mean of mean on Thumbnail Placement	Difference in scores between the two tests
95	64.28	30.72
85	56.76	28.24
75	52.22	22.78
65	37.92	27.08

Average difference between two tests 27.21

At higher levels of English SL achievement, the scores on the Thumbnail test is a good indicator of mean scores which would be achieved on the Aural test.

Scores on Thumbnail Placement	Mean of mean on Aural test	Difference in scores between tests
100	94.50	1.17
90	93.33	5.23
80	88.10	2.02
70	86.08	1.62
60	84.46	.62
50	83.84	3.09
40	80.75	4.75
30	76.00	7.47

Average difference between two tests 3.25

Another factor which must be considered in analyzing the entry and flow of students through the English SL program is the length of time the students are in the program.

The data on 58 kindergarten students in Bright Elementary School showed the following:

Nonindependent	Low Intermediate	Intermediate	High Intermediate	Independent
26 (44.83%)		30 (51.72%)		2 (3.45%)

Similar data on 149 students in grades 1 and 2 reveal the following:

Nonindependent	Low Intermediate	Intermediate	High Intermediate	Independent
64 (42.95%)	23 (15.44%)	38 (25.50%)	12 (8.05%)	12 (8.06%)

Of the 38 students in grades 1 and 2 who had been in the English SL program less than 1 year,

21 (55.26%) were classified as Nonindependent
11 (28.95%) were in the range of Intermediate
6 (15.79%) were classified as Independent

Of the 91 students in grades 1 and 2 who had been in the English SL program 1 to 1 1/2 years,

41 (45.05%) were classified as Nonindependent
46 (50.55%) were in the range of Intermediate
4 (4.40%) were classified as Independent

Of the 20 students in grades 1 and 2 who had been in the English SL program 2 to 2 1/2 years,

2 (10.00%) were classified as Nonindependent
16 (80.00%) were in the range of Intermediate
2 (10.00%) were classified as Independent

Data on 192 students identified as being in grades 3 and 4 reveal the following:

Nonindependent	Low Intermediate	Intermediate	High Intermediate	Independent
38 (19.79%)	34 (17.71%)	46 (23.96%)	24 (12.50%)	50 (26.04%)

Of the 31 students in grades 3 and 4 who had been in the English SL program less than one year,

29 (93.54%) were classified as Nonindependent
1 (3.23%) was in the range of Intermediate
1 (3.23%) was classified as Independent

Of the 70 students in grades 3 and 4 who had been in the English SL program 1 to 1 1/2 years.

5 (7.14%) were classified as Nonindependent
54 (77.15%) were in the range of Intermediate
11 (15.71%) were classified as Independent

Of the 79 students in grades 3 and 4 who had been in the English SL program 2 to 2 1/2 years,

3 (3.80%) were classified as Nonindependent
42 (53.16%) were in the range of Intermediate
34 (43.04%) were classified as Independent

Of the 11 students in grades 3 and 4 who had been in the English SL program 3 to 3 1/2 years,

7 (63.64%) were in the range of Intermediate
4 (36.36%) were classified as Independent

One student who had been in the program four years was classified as Nonindependent.

Data on 227 students identified as being in grades 4 and 5 reveal the following:

Nonindependent	Low Intermediate	Intermediate	High Intermediate	Independent
29 (12.78%)	15 (6.61%)	47 (20.70%)	28 (12.33%)	108 (47.58%)

Of the 43 students in grades 4 and 5 who had been in the English SL program less than one year,

24 (55.81%) were classified as Nonindependent
7 (16.28%) were in the range of Intermediate
12 (27.91%) were classified as Independent

Of the 56 students in grades 4 and 5 who had been in the English SL program 1 to 1 1/2 years,

4 (7.14%) were classified as Nonindependent
40 (71.43%) were in the range of Intermediate
12 (21.43%) were classified as Independent

Of the 122 students in grades 4 and 5 who had been in the English SL program 2 to 2 1/2 years,

1 (.82%) were classified as Nonindependent
41 (33.61%) were in the range of Intermediate
80 (65.57%) were classified as Independent

Of the 6 students in grades 4 and 5 who had been in the English SL program 3 to 3 1/2 years,

2 (33.33%) were classified as Intermediate
4 (66.67%) were classified as Independent

Summarizing the analysis of 626 students in grades K-5 in Bright Elementary,

157 (25.08%) were classified as Nonindependent
297 (47.44%) were classified as Intermediate
172 (27.48%) were classified as Independent
626

Of special note in this analysis of classifications in the Bright Elementary School are:

1. That the three-way classification of Nonindependent, Intermediate, Independent was supplemented by Low Intermediate and High Intermediate, with an occasional use of Low Independent, all of which suggests that a greater range in categories would be more functional for the personnel in that school.

2. Of the 626 classifications analyzed in Bright, 115 (18.37%) were still in the English SL program with a classification of less than Independent, all of which suggests that in that school a significant percent of the English SL students are not being processed into regular English programs within a two-year span.

For the collection of a major portion of the data utilized in this report, special credit is due to Ms. Clara Martí, ESAA-Bilingual Project, and Ms. Lydia Sanjurjo of the Bright Elementary School.

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South Central Area Articulation Committee

attachment: Teacher's Manual for Dade County Test of Language Development, Aural Comprehension